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Evaluating the Experience of Students Participating in the University Honors Peer Mentor Program (UTK)

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UNIVERSITY HONORS PROGRAM

SENIOR PROJECT - APPROVAL

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PROJECT TITLE: Evaluating the Experience of Students
Participating in the University Honors Peer Mentor
Program (UTK)

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: Michael Lane Morris, CFS, Faculty Mentor

Date: 4/20/99

Comments (Optional):

**Evaluating the Experience of Students Participating in
the University Honors Peer Mentor Program
The University of Tennessee, Knoxville**

by
Sarah E. C. Malia

**Senior Thesis
Spring 1999**

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Introduction

Researchers and scholars disagree as to a specific definition of mentoring because it is a broad and complex relational concept, which can be used in many different contexts and within a wide range of theoretical approaches. In general though, a mentor is a wise and experienced trusted teacher or counselor (The American Heritage Dictionary, 1992). The word mentor is derived from Telemachus' devoted companion and adviser in Homer's Odyssey (Goodlad, 1995). Mentor relationships have been well recorded throughout history, including Socrates and Plato, Mahatma Gandhi and Nehru, Reinhold Niebuhr and Martin Luther King, Jr., and, finally, Mr. Miyagi and The Karate Kid.

The University Honors Program at The University of Tennessee, Knoxville (UTK), is a campus-wide program that promotes academic excellence and community involvement among its students. "Selected for academic scholarships on the basis of their pre-college academic, extracurricular, and community activities, these students have an unlimited choice of academic programs on campus. Similarly, they freely select extracurricular and community service opportunities that will round out their college careers" (The University Honors Program Student Handbook, 1996, p. 4). General Honors Program requirements for all students include maintaining a high G.P.A., taking several honors courses and seminars, and completing a senior project of their choice before they graduate.

Each incoming freshman honors student is assigned an upperclass honors student as a peer mentor, usually a sophomore or junior who has a similar academic major, career

goals, and/or extracurricular interests. Peer mentors are expected to be “available for consultation on issues related to academic programs and on features of campus life. The responsibility of the peer mentor is to help each student become well adjusted to living and studying on the UTK campus” (The University Honors Program Student Handbook, 1996, p. 14). Currently, each mentor usually is assigned one or two freshmen. The mentor program currently is set up to emphasize individual initiative. At the beginning of each fall semester, there is an Honors Peer Mentor Dinner to welcome the new students and encourage interaction between the freshmen and upperclass student mentors. The Honors Director and Assistant Director also keep in touch with mentors and freshmen during the year through e-mail announcements and daily interactions if students visit the Honors Lounge next to the main office. The Honors Program administrators are always available for help as needed; however, other than that, the mentors and their respective freshmen are on their own with regard to maintaining contact with one another.

The goals of the Peer Mentor Program are to foster a sense of community and connectedness within the Honors Program and to stimulate individual students’ academic and psychosocial development. Perhaps these goals sound “touchy-feely,” yet they are also essential for effective program functioning and student involvement. For instance, the Honors administrators still are struggling to get students to become involved in the various student committees that have recently been established. The hope is for the students to feel a sense of ownership of the program through continued success with the mentor program and active involvement with the committees. The University Honors

Program is composed of a large, diverse group of students, and the mentor program is needed to help create a sense of identity within the honors community.

The Honors administrators--as well as most of the honors students--have been aware almost since the mentor program's inception that vital changes were needed to improve it. The mentor program always has been a weak component of the University Honors Program, and its problems were only exacerbated when the number of honors students increased significantly with the creation of two new scholarship programs, the Bicentennial Scholars and the African American Achievers, in 1995. Because the program has become so large and diverse, students often do not feel connected to the program. Specifically regarding the mentor program, even though mentors are encouraged to contact their new students during the summer before classes start, traditionally many freshmen never meet their mentor until the Honors Dinner, which typically has been held in the middle of fall semester (much too late because the beginning of freshman year is a critical period). A few mentors and new students fail to even attend the dinner. Every year, many students complain that they have tried to connect with their mentors or freshmen and were rebuffed. When one is dealing with people, nothing is ever perfect, and not all mentor relationships will necessarily work out effectively. However, the peer mentor program clearly is essential more than ever before, and to be effective, needs to be strengthened.

A few important adjustments already have been made within the past few years. These changes in the program seem to be well appreciated, as evidenced by consistent supportive verbal feedback from many students. Originally peer mentors were chosen by

the administrators, but currently they are selected strictly on a voluntary basis. Due to this change, complaints of mentors never contacting their freshmen recently have decreased significantly. In addition, all the freshmen and their peer mentors now fill out information forms that include not only standard practical biographical data questions but also provide space for students to list their academic and extracurricular interests to aid the Assistant Director in making appropriate matches between students. Also, just this past year, the administrators held the Mentor Honors Dinner (when many mentors and new students meet face-to-face for the first time) the second week of classes rather than later in the fall semester, thereby encouraging mentors and freshmen to establish relationships much earlier than in the past. Lastly, a training program has been required of the peer mentors the last couple of years to clearly familiarize them with expectations for mentors (e.g., be a friend and resource for the freshmen; contact them on a regular basis throughout the year; encourage them to get involved on campus; be available and listen to them) as well as briefly expose them to some basic communication skills (e.g., active listening). Fundamentally, the trainings were designed to try to emphasize for the mentors that what they are doing is important and encourage them to take their responsibilities seriously.

The purpose of this project is to assess the effectiveness of the UTK University Honors Peer Mentor Program and to explore students' experiences of being or having a mentor. Specifically, this research will be used to establish the current status of the peer mentor program, evaluate recent changes in the program, and identify the needs of the students in order to guide the program for the future.

Literature Review

Mentoring has a long and revered history, yet it has been systematically studied only in recent years. Because such research on mentoring deals with its impact on people, it is difficult to simplify and quantify such complex issues. Determining whether people have been affected positively or negatively by something is particularly very difficult to prove because there are so many factors involved in people's lives. For instance, past research has pointed out that, even though mentoring seems beneficial to participants (especially when those conducting it have been properly trained), it is "proving difficult to demonstrate one of the most hoped-for outcomes of tutoring—an increase in the aspirations of those who are tutored" (Goodlad, 1995, p. 10). People understand intuitively that mentoring can be quite helpful and worthy; however, it is difficult to define concretely how and why.

Over the past 30 years, there has been much research on different types of mentoring relationships: teachers, student tutors, public school-age mentoring, mentors for minorities, mentoring in prisons, professional mentoring, etc. But currently, a gap remains in the research on peer mentoring relationships in the college environment, especially regarding those who do not act as academic tutors but rather as campus resources and social supports. And there are few, if any, scholarly presentations of formal mentoring programs focused on peer support of fellow honors students. More information is needed to understand more thoroughly the skills, activities, and

experiences associated with successful college honors students and how to share those learnings with others.

Administrators of Tennessee Tech's Honors Program, Connie Hood and James Rushing, both have published brief articles (1996 and 1998, respectively) in The National Honors Report describing their Big Sibling Program (which requires mentors to attend weekend training retreats, orient the new students to campus and specific honors activities, and maintain contact with them regularly during the first semester) and offering suggestions for how others can design a similar program. According to Hood (1996), their Honors Program has been strengthened by the students' involvement and service, and peer mentors "receive all sorts of life training skills as well, building self-confidence, self-esteem, leadership, and deepening friendships" (p. 9). Their philosophy is "those who can, help others so that they can, too" (Rushing, 1998, p. 37). Since its inception in 1989, the administrators of the Big Sibling Program have considered it a "work in progress" and continuously readjust the program based on verbal and written feedback (Rushing, 1998).

Reviewing appropriate literature, a few general observations about the importance and effectiveness of mentoring can be made and specifically applied to mentoring college honors students. "Student support services have been identified in the educational literature as being a key factor in student perseverance and academic achievement" (Goodlad, 1995, p. 86). Within the academic world it is generally considered that a "mentoring relationship enhances one's psychosocial and vocational goals through the mobilization of human potential and the nurturing of vocational competence" (Morris et

al., 1997, p. 303). Academic success is believed to be strongly related to having both a professional mentor and peer support (Wright & Wright, 1987). “Researchers have found cohesiveness and peer mentoring to be beneficial to students” (Dorn & Papalewis, 1997, p. 2). One of the most influential characteristics of an effective mentoring relationship is that at an earlier time the mentor was a protégé in an effective mentoring relationship him/herself (Gerstein, 1985; Ragins & Cotton, 1993). It has been “found that there is some degree of flexibility in the ‘perfection’ of relational attraction/fit. . . . [However, ignoring personality and academic related issues,] haphazard assignments could eliminate the opportunity for developing a suitable relational fit/attraction between protégé and mentor” (Morris et al., 1997, p. 306).

“Tinto (1988) argued that retention of students in higher education is dependent upon the involvement of individuals in social aspects of learning as much as their involvement in the intellectual aspects of learning. According to Bruffee (1978), peer mentoring can accomplish as much in a university setting as it can in a K-12 setting” (Dorn & Papalewis, 1997, p. 3). The results of a study done in California (Dorn & Papalewis, 1997) reinforce the idea that strong group cohesiveness improves persistence in higher education. The results suggest that the “goals and social aspects of group work are highly interdependent. . . . Peer mentors provided greatly needed support, encouragement, and motivation” (p. 5).

There are also limits to mentoring. Helping people is not an easy process. Research and anecdotal sources consistently indicate that establishing a beneficial mentoring relationship is difficult and only a modest intervention is likely to occur in

most cases. “One of the greatest challenges. . . in offering a mentoring program is addressing the unevenness found in the mentoring experiences” (Morris et al., 1997, p. 304). Also, the people who would make the best role models tend to be extremely busy, with the end outcome that “mentors are often better at signing up than showing up” (Goodlad, 1995, p. 221). It is not surprising to realize the potential downside of mentoring, especially when one considers the “artificiality of the one-to-one match . . . [i.e.,] ‘blind dating as social policy’” (Goodlad, 1995, p. 222); matching people does not mean they will “click.” Related to matching, it has been found that students prefer to be helped by people they consider to be similar to them, especially in age and socio-economic background (Goodlad, 1995; Giddan, 1988). People tend to be more comfortable around others they consider similar to themselves. One mentoring program has pointed out that “very special things do not happen in all—or even most—of these relationships. But almost all pairs are able to connect in some way and get something out of it” (Giddan, 1988, p. 186). There is hope.

There seem to be reciprocal benefits that come from involvement in mentoring relationships (Goodlad, 1995; Morris et al., 1997) “The research reveals the mentoring process to be advantageous to both mentors and protégés” (Wright & Wright, 1987, p. 207). “Such a relationship ideally is reciprocal. . . . The experiences and skills of both are enriched. This process, characterized by peer partnership [personal and mutual respect] and encouragement [support and motivation], offers many rewards” (Morris et al., 1997, p. 311). “Peer relationships are an important source of gratification, of learning about the

self and relationships and a critical way in which identity is resolved or confirmed” (Giddan, 1988, p. 11).

Mentoring is favored as a process to lessen the confusion of new students adapting to college life and new role demands as well as to promote both group cohesion and individual scholastic ability. Mentoring of new honors students expands their learning by exposing them to academic and social resources and provides the support of a new friend or confidante, if needed. Mentors, on the other hand, gain a sense of satisfaction and accomplishment, along with other benefits. Mentors and new students learn directly and indirectly from each other through their interactions together. Mentoring is empowering for both.

Honors students need support systems to help them deal with stress and demands. “Social support is thought to buffer or ameliorate the negative effects of stress, including disease and disability; it helps us cope with life and adapt to our personal and social environment” (Giddan, 1988, p. 7). A University of Alabama study (Parker & Adkins, 1995) concluded that “Honors College students received significantly higher scores with a moderate effect size on the subscales of Concern Over Mistakes, Personal Standards, Parental Expectations, and the total score of overall perfectionism. . . . It is unclear if the finding of elevated perfectionism among Honors College students is indicative of predisposition to maladjustment or is a healthy component of the pursuit of academic excellence among the highly able” (p. 303). Either way, honors students are under a lot of pressure, especially freshmen, who are in a significant life transition. “Nowhere is the need for social support more vivid than in reactions of incoming college freshmen during

the early months of school. Students may feel uncertain, anxious, even depressed and ineffective as they begin. They are in unfamiliar surroundings, unsure of their academic potential, their capacities for making friends, and their adjustment to the campus” (Giddan, 1988, p. 10). Social support and student involvement in various college organizations increases “the chances that a student will obtain the myriad of benefits possible from college life” (Giddan, 1988, p. 118). “Both theory and data suggest that campus social support can boost the natural growth and competence level of cognition, moral reasoning and social relationships (Giddan, 1988, p. 125).

Methodology

The UTK Honors Program administrators recognized the need to assess the peer mentor program and improve its functioning. In 1997, survey questionnaires were developed for both the mentors and the new students to whom they were assigned. The questionnaires covered key areas of concern related to the program and, along with questions with Likert-type response options, included opportunities for open-ended, descriptive responses and comments.

Subjects. The participants in this research project were sophomore, junior, and senior University Honors students who had volunteered to be mentors in the peer mentor program, as well as entering freshman students of the University Honors Program who were being mentored. If an entering freshman was under age 18, the student was instructed in the informed consent statement not to complete the survey. The anticipated number of participants was approximately 130 freshmen over the age 18 and 85

upperclassmen students. New students were matched by the Assistant Director as closely as possible with mentors who had similar academic and/or social interests. Participation in the research component of the mentor program was completely voluntary for the University Honors students. Refusal to participate in the study involved no penalty or loss of benefits, and, at any time during the research process, students may have chosen not to continue with the questionnaire.

Procedure. Initially, the researchers explained the purpose of the research and verbally instructed any student under age 18 not to complete a questionnaire. For those students under 18 and any other student who chose not to participate, a puzzle or word game was provided with each questionnaire as an alternative to filling out the questionnaire.

A written consent statement (see Appendix A) and survey questionnaire (see Appendix B) was distributed to the volunteer mentors at the beginning of their mentor training sessions (August 25-26, 1997). Time was made available for them to complete the surveys. An envelope in which the students placed their completed or uncompleted surveys was provided.

The freshman students received similar information and materials at the first class period of their Freshman Honors seminar fall 1997. The survey (see Appendix C) was distributed and collected in the same manner as described for the mentors. Time was made available at the beginning of the seminar classes for completion of the surveys.

An e-mail was sent to all students participating in the Peer Mentor Program. The mentors or new students who did not attend a training session or their first seminar class

period were introduced to the project and asked to pick up a packet of materials to be completed from the University Honors office. The packet of materials included an informed consent statement, questionnaire, envelope, and instructions for developing an identification code. The students also were instructed to send back within a week the completed questionnaire in the envelope provided through campus mail to the University Honors office.

Even after the recent expansion of the University Honors Program, it remains a small enough community to keep a file of information on each student. In order to protect each participant's anonymity, the students were instructed to create their own identification code based on the following:

1. The first two letters of the city in which they were born
2. The first two letters of the month in which they were born
3. The first two letters of their mother's family name ("maiden name").

The fall and spring follow-up survey questionnaires (see Appendixes B and C) were distributed through campus or US mail to all students participating in the Peer Mentor Program. The first follow-up questionnaire was mailed at the end of the fall 1997 semester, and the second follow-up questionnaire was mailed at the end of the spring 1998 semester.

Included in the packet sent to each student were the follow-up survey, informed consent statement, Student Information Form, campus envelope, and instructions for recreating the same identification code used on the first questionnaire. In addition, the

last question on the follow-up questionnaires pertained to the University Honors “Student Information Form,” which was attached to both follow-up questionnaires. Students were asked for comments and suggestions for improving the requested information on the form. This feedback was important because the students are matched according to the information provided on the forms, and the effectiveness of the new student/mentor matching process may be expected to influence the students’ responses on the follow-up questionnaires. Therefore, it is important to understand the students’ perceptions about the criteria used to match them.

An e-mail was sent to all students in the Peer Mentor Program reminding them about the survey and informing them that they would be receiving a follow-up questionnaire through campus mail in the next few days. The freshmen and volunteer mentors were instructed to complete the questionnaires and send them back to the Honors office within a week. A second reminder was e-mailed later to all students participating in the mentor program asking them to send in their follow-up questionnaires to the University Honors office. They also were asked to come by the office to pick up a blank questionnaire and envelope if they had not already received the packet for any reason.

To differentiate clearly between the surveys completed by the mentors and those completed by the freshman students, the questionnaires were printed on two different colors of paper.

The only potential risk anticipated for the students was the possibility that the questionnaires might remind a student of a previous negative mentoring experience and could trigger unresolved feelings. If at any time a student had indicated that s/he

experienced any difficulties as a result of the survey, the University Honors staff were available to help. If the Honors staff believed that the student needed further help, the student would have been referred to other appropriate resources. Any subject may have refused to participate or discontinue filling out the questionnaires, or decided not to respond to any portion of the questionnaires at any time without penalty. It is hoped that current and future students, University Honors program administrators, and educators will benefit from this research by increasing their understanding of the mentor-new student relationship and knowledge of the issues that the freshman honors students experience.

Results

SPSS (version 8.0), a commonly used statistical analysis program in the social sciences, was used to analyze the quantitative portion of this study. Descriptive statistics in an aggregate format were computed for students' responses on the quantifiable items to determine how students perceived various components of the Peer Mentor Program. The qualitative data were reported either in an aggregate format or as quotations without any identifying information. The NUDIST (Nonnumerical Unstructured Data: Indexing, Sorting, and Theorizing) program was used for qualitative analysis. The open-ended answers were analyzed for common themes regarding the needs and perceptions of the students.

Peer Mentor Initial Questionnaire. Seventy-five of a total of 85 peer mentors completed the Peer Mentor Initial Questionnaire in the beginning of the 1997 fall semester, representing a response rate of 88%. Forty-seven (63%) respondents were

female. Sixty-two (83%) respondents described themselves as European-American; 3 (4%) marked African-American and 5 (7%) marked Asian as their race/ethnicity. Thirty-eight (51%) respondents were sophomores in the honors program; 31 (41%) were juniors; and 6 (8%) were seniors. Twenty-five (33%) respondents had one new student they were mentoring; 49 (65%) had two new students; and 1 mentor (1%) had six new students (due to their shared specific academic major).

Twenty-three (31%) respondents had been peer mentors the year before. Reporting on their experiences of the previous year, 20 (87%) mentors in retrospect did not believe their new students had needed help. Four students did not believe that they had been at all helpful for their freshmen, 8 others thought they had been somewhat helpful, and 1 student thought s/he had been very helpful as a mentor.

Mentors also were asked about their relationship with their own mentor as freshmen. Eleven of 72 (15%) responded that they had never even met their mentor. Twenty-two (29%) and 31 (41%) of 72 answered that their mentors never listened well or were average listeners, respectively. Only 19 (25%) responded that their mentor was a great listener. Forty-two (56%) and 30 (40%) of 74 answered that their mentors spent no time or only occasionally spent time with them, respectively. Two (3%) respondents spent a lot of time with their own mentor. Similarly, 58 (77%) of 73 respondents answered that they participated in no activities with their mentor; 12 (16%) responded that they did a few activities together; and only 3 (4%) answered they did a lot of activities together. Sixteen (21%) of 69 respondents considered their mentors to have incompatible personalities with them; 24 (45%) reported somewhat compatible

personalities; and 19 (25%) reported very compatible personalities. Twenty-one (28%) of 68 respondents believed that their academic interests were dissimilar to their mentors' interests; 34 (45%) had somewhat similar academic interests; and 13 (17%) had very similar academic interests. Overall, 39 (52%) of 73 students responded that their mentor was not at all helpful to them; 25 (33%) answered that their mentor was somewhat helpful; and 9 (12%) responded that their mentor was very helpful to them. Overall, 36 (48%) of 74 students responded that they were not at all satisfied with their mentor relationship as freshmen; 21 (28%) were somewhat satisfied; and 17 (23%) were very satisfied with their mentor relationship as freshmen.

A large majority of the peer mentors volunteered to be a part of the program for the following reasons (listed in descending order): (a) They enjoy helping others (95%); (b) they like meeting new people (95%); (c) they recognize the need for good mentors (91%); (d) they consider it a responsibility and a part of being an Honor student (81%); and (e) they were asked to participate (80%). In contrast, only 27 (36%) students responded that a reason they volunteered was because their previous Honors mentoring experience was enjoyable. And when they were asked overall how satisfied they had been with the University Honors Peer Mentor Program, 23 (31%) of 73 respondents answered they were not at all satisfied with the program; 44 (59%) students answered they had been somewhat satisfied; and only 6 (8%) answered they had been very satisfied with the program.

Fifty-nine (79%) mentors reported that they believed that a training session is somewhat important for mentors to be adequately prepared for mentoring new students,

while 9 (12%) mentors believed that a training session was very important, and 7 (9%) mentors did not believe a training session was necessary.

Having similar academic interests was listed by the peer mentors as the most important reason for pairing mentors and new students. Approximately 97% of respondents considered not only academics but also student organizations and community activities as extremely or somewhat important reasons for matching students.

Scholarship type, race/ethnicity, and socioeconomic background were listed by the majority as not at all important reasons for pairing students in a mentor relationship.

Thirty-nine (52%) of 74 students answered that gender also was not important for pairing, but 31 (41%) others considered gender to be somewhat important when matching students. Nine students listed other reasons they thought were important to consider when pairing mentors and new students: Four of the suggestions dealt with personality concerns, and the other five dealt with location issues (e.g., matching students according to their hometowns).

Mentors were asked to rank their preferred forms of communication within the Honors Peer Mentor Program. Most preferred e-mail (83%), person-to-person (67%), and phone (64%). Mentors also indicated the activities they wanted to do with their new students. A majority of students listed as the most important things they wanted to do with the freshmen, in descending order: (a) eating meals, (b) hanging out, (c) participating together in student organizations, (d) orienting the new student to campus, (e) volunteering in the community together, and (f) attending concerts, movies, the theater, etc. Sixty-six (88%) of 74 students preferred or somewhat preferred meeting

their freshmen in a group setting. Fifty-three (71%) of 73 respondents indicated they would like social activities to be arranged by the Honors Program for mentors and new students. And 62 (83%) said they would attend a welcome event in the fall for new honors students.

Peer Mentor Follow-up Questionnaires. The Peer Mentor Initial Questionnaires were administered at the beginning of the fall 1997 semester. The first and second Peer Mentor Follow-up Questionnaires were administered at the end of the fall 1997 semester and the end of the spring 1998 semester, respectively. The attrition rate from the initial questionnaire to the first follow-up was 50%. Thirty-seven of 85 peer mentors completed the first follow-up questionnaires, and 27 (73%) of them were female. The attrition rate from the initial questionnaire to the second follow-up was 67%. Twenty-five of 85 peer mentors completed the second follow-up questionnaire, and 20 (80%) of them were female.

On the first follow-up, 3 (8%) mentors reported being not satisfied with the University Honors Peer Mentor Program that year; 21 (57%) were somewhat satisfied; and 13 (35%) were very satisfied with the program. In general, 6 (16%) mentors were not satisfied with their new student-mentor relationship; 21 (57%) were somewhat satisfied; and 10 (27%) were very satisfied with their mentoring relationship. On the second follow-up, 3 (12%) students were not satisfied with the Peer Mentor Program that year; 17 (68%) were somewhat satisfied; and 5 (20%) were very satisfied. Four (16%) students were not satisfied with their mentoring relationship; 15 (60%) were somewhat satisfied; and 6 (24%) were very satisfied with their new student-mentor relationship.

On the first follow-up, 26 (70%) mentors thought they were paired appropriately with their new students. Nine (24%) mentors did not think their freshmen would perceive them as helpful; 24 (65%) thought they would be perceived as somewhat helpful; and 4 (11%) believed they would be perceived as very helpful by their freshmen. On the second follow-up, 19 (76%) mentors thought they were paired appropriately with their new students. Four (17%) mentors did not believe they would be perceived by their freshmen as helpful; 18 (75%) thought they would be perceived as somewhat helpful; and 2 (8%) thought they would be perceived by the new students as very helpful.

On the first follow-up, 26 (70%) mentors reported having been asked for advice by their new students. One rated his/her “overall quality of advice given” as not helpful; 16 (61%) rated their advice as somewhat helpful; and 9 (35%) rated their advice as very helpful for the freshmen. On the second follow-up, 15 (60%) mentors reported having been asked for advice by their new students. One rated his/her “overall quality of advice given” as not helpful; 9 (64%) rated their advice as somewhat helpful; and 4 (29%) rated their advice as very helpful for the freshmen. Both follow-ups indicated that mentors were most often asked questions related to academic concerns; next in frequency was requesting advice about student organizations on campus.

On the first follow-up, 15 (41%) students thought they would volunteer to be a mentor again the next year. Of the 22 students who answered “no” to that question, 12 (55%) were not going to be on campus, 7 (32%) anticipated being too busy, and 3 (13%) said they did not enjoy being a mentor that year. On the second follow-up, 11 (44%) students thought they would volunteer to be a mentor again the next year. Of the 14

students who answered “no” to that question, one was graduating, 9 (64%) thought they would be too busy, and 4 (29%) said they did not enjoy mentoring or thought the program was “pointless.”

On the first follow-up, 5 (14%) mentors reported not find the training session helpful for them; 25 (68%) found the training somewhat helpful; 3 (8%) found the training session very helpful for them; and 4 (11%) students did not attend the training. On the second follow-up, 6 (24%) mentors said they did not find the training session helpful for them; 12 (48%) found the training somewhat helpful; 4 (16%) students found the training session very helpful for them; and 3 (12%) did not attend the training.

Mentors again were asked to rank their preferred forms of communication within the Honors Peer Mentor Program, and most consistently indicated on both follow-ups, as in the initial questionnaire, that they preferred e-mail, person-to-person, and the phone. Mentors also indicated the activities they participated in together with their new students, again with consistent results on both follow-up questionnaires. Most mentors had eaten meals with their freshmen, and a few “hung out” or participated in student organizations together. On the first follow-up, a few (7 of 37) students indicated they also helped their new students get oriented on campus.

On both follow-ups, 40% of the mentors indicated that they met with their freshmen an average of less than once a week (answered zero) throughout the semester. Sixty percent estimated they met with their freshmen an average of 1-3 times during each week of the semester. On the first follow-up, 13 (35%) estimated they talked on the phone with or e-mailed their freshmen less than once a week during the semester on

average. Twenty-four (65%) estimated they talked to their new students an average of 1-3 times during each week of the semester. On the second Follow-up, 11 (44%) estimated they talked on the phone with or e-mailed their freshmen less than once a week during the semester on average; 13 (52%) estimated they talked to their new students an average of 1-3 times during each week of the semester; and one indicated they talked together around 4-6 times during each week in the semester.

New Student Initial Questionnaire. One hundred eighteen of 130 freshmen over the age of 18 completed New Student Initial Questionnaire at the beginning of the 1997 fall semester, representing a response rate of 91%. Sixty-one (52%) respondents were male. One hundred two (86%) respondents described themselves as European-American; seven (6%) marked African-American, 2 (2%) marked Asian, and one marked Hispanic American as their race/ethnicity.

Seventy-one (62%) of 115 new students thought that they would volunteer to be a mentor themselves the following year. Fourteen other students (12%) indicated they might volunteer. Time concerns were most often listed as the most important factor in deciding whether or not they would volunteer to be a peer mentor.

Fifty-five (47%) new students believed that a training session is extremely important for mentors to be adequately prepared for mentoring freshmen. Fifty-nine (50%) thought that a training would be somewhat important. Only 4 (3%) stated they believed that a training session would not be important.

As with the peer mentors, similar academic interests was listed by the new students as the most important reason for pairing mentors and freshmen. Approximately

97% of respondents considered not only academics but also student organizations and community activities as extremely or somewhat important reasons for matching students. Scholarship type, gender, race/ethnicity, and socioeconomic background were listed by the majority as not important to consider when pairing students in a mentor relationship. Nine students listed “hobbies” as another important consideration when pairing mentors and new students.

New students ranked their most preferred forms of communication within the Honors Peer Mentor Program as e-mail (81%), phone (79%), and person-to-person (73%). These students also indicated the activities they wanted to do with their mentors. A majority of students listed, in descending order: (a) eating meals, (b) volunteering in the community together, and (c) participating together in student organizations as the most important things they wanted to do with their mentors. Similarly to the peer mentors, new students also indicated that a large number of them wanted to (a) hang out, (b) study together, and (c) attend concerts, movies, theater, etc. with their mentors. One hundred (90%) of 109 students preferred or somewhat preferred meeting their mentors in a group setting. Seventy-six (65%) respondents indicated they would like social activities to be arranged by the Honors Program for mentors and new students. And 97 (85%) new students stated they would attend an Honors Program welcome event in the fall.

New students indicated their level of concern about several issues related to starting college at the University of Tennessee. Listed in descending order, students’ ten greatest concerns were: making good grades, being able to get a job after college, not having enough time to do everything, keeping their scholarship, balancing study time and

recreation activities, taking exams, getting involved in extra activities, writing papers, not being right for their major, and handling stress. Forty-one (35%) new students thought that a mentor would be very helpful for them. Seventy-one (61%) students believed that a mentor would be somewhat helpful for them. Six (4%) stated they did not think a mentor would be helpful for them.

New Student Follow-up Questionnaires. As with the Peer Mentor Questionnaires, the first and second New Student Follow-up Questionnaires were administered at the end of the fall 1997 semester and the end of the spring 1998 semester, respectively. The attrition rates from the initial questionnaire to the first (fall) and the second (spring) follow-ups were both around 65%. Forty-eight of 130 new students completed the first follow-up questionnaire, and 30 (63%) of the respondents were female. Forty-four of 130 new students completed the second follow-up questionnaire, and, again, 30 (68%) of these respondents were female.

On the first follow-up, 7 (15%) new students reported they were not satisfied with the University Peer Mentor Program that year; 28 (58%) were somewhat satisfied; and 13 (27%) were very satisfied with the program. Thirty-four (71%) students believed they were paired appropriately with their mentor. Thirty-three (70%) thought they would volunteer as a peer mentor next year. On the second follow-up, 10 (23%) new students were not satisfied with the Mentor Program that year; 23 (52%) were somewhat satisfied; and 11 (25%) were very satisfied with the program. Thirty-two (73%) students believed they were paired appropriately with their mentor, and 30 (68%) thought they would volunteer as a peer mentor next year.

On the first follow-up, 23 (49%) students said that they believed that a training session was extremely important for mentors to be adequately prepared for mentoring freshmen; 18 (38%) believed a training was somewhat important; and 6 (13%) students thought a training session was not important. On the second follow-up, 17 (39%) students believed that a training session was extremely important for mentors to be adequately prepared for mentoring freshmen; 25 (57%) believed a training was somewhat important, and 2 (4%) students thought a training session was not important.

New students assessed their mentors and the mentoring relationship on both follow-ups. On the first follow-up, 42 (93%) answered that their mentors were somewhat or very friendly. Seventeen (38%) indicated that their mentors either never listened well or were average listeners, and 28 (62%) responded that their mentors were great listeners. Three (6%) respondents spent a lot of time with their mentor. Ten (22%) and 33 (72%) answered that their mentors spent no time or only occasionally spent time with them, respectively. Eighteen (39%) and 25 (54%) respondents answered that they participated in no or only a few activities with their mentor during the semester, respectively; 3 (7%) indicated they did a lot of activities together. Twenty (46%) students considered their mentors to have very compatible personalities with them. Nineteen (43%) students reported somewhat compatible personalities, and 5 (11%) reported they had incompatible personalities. Similarly, 4 (9%) students described their academic interests as being dissimilar to their mentors' interests; 20 (47%) had somewhat similar academic interests; and 19 (44%) had very similar academic interests. Overall, 10 (22%) of 46 students responded that their mentors were not at all helpful to them and they were not satisfied

with their mentor relationship. Twenty-five (54%) answered their mentors were somewhat helpful, and 11 (24%) responded that their mentor was very helpful to them. Fifteen (33%) students were somewhat satisfied with their mentor relationship, 21 (46%) were very satisfied with their mentor relationship, and 10 (21%) were not satisfied with the mentor relationship.

On the second follow-up, 38 (87%) answered that their mentors were somewhat or very friendly. Twenty-five (57%) indicated that their mentors never listened well or were average listeners. Nineteen (43%) responded that their mentors were great listeners. Fifteen (34%) and 28 (64%) answered that their mentors spent no time or only occasionally spent time with them, respectively; 18 (41%) and 25 (57%) respondents participated in no or only a few, respectively, activities with their mentors during the semester. One respondent spent a lot of time with his/her mentor and did a lot of activities with him/her. Seven (16%) students stated they considered their mentors to have incompatible personalities with them; 16 (36%) had somewhat compatible personalities; and 21 (48%) had very compatible personalities. Ten (23%) students reported that their academic interests were dissimilar to their mentors' interests; 17 (39%) had somewhat similar academic interests; and 17 (39%) had very similar academic interests. Overall, 14 (32%) students responded that their mentors were not at all helpful to them; 20 (45%) answered their mentors were somewhat helpful; and 10 (23%) responded that their mentor was very helpful to them. Overall, 10 (23%) students reported that they were not satisfied with their mentor relationship; 18 (41%) were somewhat satisfied; and 16 (36%) were very satisfied with their mentor relationship.

On the first follow-up, 31 (66%) new students reported asking their mentor for advice during the semester. Two (6%) rated the “overall quality of advice given” as not helpful; 10 (30%) rated the advice as somewhat helpful; and 21 (64%) rated the advice as very helpful for them. On the second follow-up, 25 (57%) new students said they had asked their mentor for advice. Nine (38%) rated the advice as somewhat helpful, and 15 (63%) students rated the advice as very helpful for them. Both new student and mentor follow-ups indicated that the students most often asked their mentors questions related to academic concerns, then for advice about student organizations on campus.

New students again ranked their preferred forms of communication within the Honors Peer Mentor Program consistently on both follow-ups with the initial questionnaire: Most freshmen preferred, in order, e-mail, phone, and person-to-person. New students also indicated the activities they participated in together with their mentors, again with fairly consistent results on both follow-up questionnaires. Most freshmen had eaten meals with their mentors. Several were oriented to campus by their mentors, “hung out” with them, and/or participated in student organizations and activities together with them.

On the first follow-up, 26 (55%) new students indicated they met with their mentors an average of less than once a week (answered zero) throughout the semester. Twenty-one (45%) estimated they met with their mentors an average of 1-3 times during each week of the semester. Thirty-one (66%) estimated they talked on the phone with or e-mailed their mentors less than once a week during the semester on average. Sixteen (34%) estimated they talked with their mentors an average of 1-3 times per week. On the

second follow-up, 28 (64%) new students indicated they met with their mentors an average of less than once a week throughout the semester. Sixteen (36%) estimated they met with their mentors an average of 1-3 times per week. Thirty-one (70%) estimated they talked on the phone with or e-mailed their mentors less than once a week during the semester on average. And 13 (30%) new students estimated they talked with their mentors an average of 1-3 times per week during the semester.

Open-ended Response Sections. Freshmen shared their expectations for the role of the mentor and for themselves. Regarding the mentor role, freshmen expected the mentor to be interested in them and responsive to their needs. They wanted to spend more time with their mentors. For example, one student wrote, “She should call me every now and then to see how I am. I also expect to spend some time with her just hanging out.” Another wrote, “The mentor should call me, e-mail me, visit me, or something to make sure that I am comfortable on campus and to make sure that I am doing okay academically as well as socially.”

In regard of the new students’ own role in the mentor relationship, respondents acknowledged they needed to take the initiative but also want to be able to depend on their mentors. As a few students wrote: (a) “I feel I should be able to rely on my peer mentor to ease me into college;” (b) “I should try to contact my mentor for advice, questions, and also to be a part of UTK;” and (c) “My role should be to communicate freely to my mentor what I think we should do together, call if I need anything, and pretty much just be open.”

New students also offered suggestions for recruiting and training future peer mentors. One responded, “Make sure to have only dedicated mentors that’ll have positive impression and influence on who they’re mentoring.” Another student wrote, “Clearly define the roles of peer mentors and establish how much time and willingness they have to dedicate to those roles.” The overwhelming theme is that mentors need to firmly commit their time and energy to helping the new students adjust to college life.

Mentors also shared their expectations for the role of the new students and for themselves in the mentor relationship. In general, mentors expected freshmen to be open and available, enthusiastic, and to ask for help as needed. One mentor wrote, “Reemphasize again and again to the new students that it is important for them to respond when their peer mentor contacts them.”

Regarding their own role, one mentor emphasized, “Be available, be open, friendly, remember that if you don’t know the answer, you might know someone who does.” Another student wrote, “A mentor should first and foremost be available and accessible to the mentee at anytime—a mentor must also know when to offer advice and when to stay silent.” And finally, “Be available to answer questions, welcome the new student and look for ways to make their adjustment to college easier. Find common ground and give ideas to mentee about opportunities available for their interests.” Both new students and mentors conveyed similar expectations for each of their roles in the mentor relationship.

Discussion and Recommendations

The results of this study concur with the literature pertaining to mentoring in general. The program has shown some improvement with the changes it has already made in the last several years. Fewer new students never met their mentors (i.e., the surveys listed 11 mentors-as-freshmen versus only 1 new student who had never met their mentors). And while around 50% of the mentors indicated that they had not been satisfied with their own mentor relationship as freshmen, an average of only 15% of the mentors and the new students were not satisfied with the mentor program when the follow-up surveys were distributed. Almost 85% of honors students in the Peer Mentor Program were somewhat or very satisfied with their mentoring relationships. The mentors and freshmen also seemed to have consistent response rates for similar questions (e.g., advice giving, activities participated in), which reinforces confidence in the reliability of the survey results. Mentors and new students shared similar perceptions of and expectations both for their roles and for the program in general. Many students were interested in volunteering again--or for the first time--to be a mentor the following year. Their main concern seemed to be if they would have time or not to do so. Besides worry about making high grades, new students were most concerned about time management.

Most students were satisfied with how they were paired together. Similar academic interests remained the most important factor in the students' minds, but home location and personal hobbies might be other things to consider when the Honors Program administrators match mentors and new students. Other suggestions for improving the Student Information Form used to pair students include adding a few

questions such as: (a) How familiar are the new students with UTK campus? (b) Do they have any friends or family currently at the university to offer support? And (c) What kinds of information do they want to learn from their mentor? These additions hopefully will assist mentors' understanding of their new students' needs and expectations. But the fact is however students are matched, some mentoring relationships will not "click."

People have personality clashes.

Student academic advising is a key issue because of its complexity; mentors are officially discouraged from advising the freshmen, though in reality most do answer academic-related questions or offer advice. Interestingly, a study (Giddan, 1988) concluded that the freshmen studied had received more useful information from student (rather than professional) counselors, evaluated their program higher, and maintained better grade point averages.

Most honors students prefer the current primary form of communication within the program—e-mail. But a majority desired a more personal touch (person-to-person or the phone) as well. Perhaps the required honors seminars could be utilized as a way to disperse pertinent information to the students and would have the added benefit of strengthening the University Honors Program structure by connecting the seminars more with general program functioning.

The mentors and new students seemed interested in a variety of activities they could do together, though most ended up simply eating meals together. The students need to be encouraged to be creative and open-minded about their options, including simply introducing the new students to the mentors' friends and including them in normal

group events. Moving the Peer Mentor Honors Dinner up to the first week or so of classes in the fall would help cement the mentor relationships early on while also welcoming the new students to the Honors Program. In addition, the Peer Mentor Program can encourage student involvement by offering a few organized social activities (which was endorsed in the surveys by most students) and by maintaining in the Honors Lounge a current calendar of local events and a list other general suggestions.

A majority of mentors found the training sessions to be very or somewhat helpful. Most new students emphasized how important they believed a training session would be for adequately preparing mentors. Research consistently confirms that trainings are an essential aspect of preparing effective mentors (Hood, 1996; Giddan, 1988; Goodlad, 1995). In an effort to improve the peer mentor program, training sessions for the mentors were implemented in 1997. Each successive mentor training since then has been modified based on student feedback with the purpose of improving mentors' readiness and participation with the new students. However, the University Honors Program currently is not set up to enforce requiring all mentors to attend the training sessions. Therefore, those mentors who do not attend the sessions may not be as effective as they could be with their new students.

Time constraints and time conflicts pervade the University Honors Peer Mentor Program. Being a mentor is an important time commitment, but, from its inception, the program usually has not been taken very seriously by the students. Most students initially probably have good intentions, but overall many still do not spend a lot of time with their new student(s). The questionnaires suggested that a majority of mentors and new

students met together a few times during the semester or for many, at most, once a week. Perhaps more sophomores and juniors rather than seniors should be targeted for being future mentors because their schedules tend to be less heavy; on the other hand, seniors' greater amount of experience should not be discounted as a factor that is important for being an effective mentor.

Unfortunately, some students—not only mentors, but freshmen as well—for whatever reason, do not seem interested in maintaining mentor relationships. The Honors Program cannot control new students' receptivity, or lack thereof, to having a mentor. A few negligent mentors have responded positively to encouragement from the Honors Program administration to spend more time with their new student(s). However, if significant changes are to be made in attitudes about and involvement in the program, it needs to be clarified that mentors are expected to honor their commitment to the mentor relationship, or else they will be removed from the program. It should be emphasized that each mentor should somehow contact (by phone, e-mail, and/or in person) his or her new student(s) at least once a week during fall and spring semesters. The new students need to be reassured that they are worth the effort.

Some questions still remain: Are gender, age, and/or academic classification issues that influence mentor effectiveness? How can the training sessions continue to be adapted to be more helpful? Did those mentors who did not attend the training session and the students they mentored enjoy the mentor relationships and find them helpful? What makes certain relationships compatible...or not? Many of these questions are a

matter of individual personality and attitude rather than program functioning. But new issues still need to be addressed, and improvements can still be made.

Suggestions for future research. The high attrition rates from the initial to follow-up questionnaires make it difficult to assess accurately Honors Program functioning. If more data are collected, I would suggest arranging it so both the initial and follow-up surveys are completed in the students' honors seminars or offer an incentive for students to send back completed surveys. The questions related to the number of times mentors and freshmen met or talked together during each semester need to be revamped in order to allow the students to be more precise about the amount of contact they had with each other; there is a wide range between never seeing each other, meeting a few times a semester, and meeting one or more times per week. In general, I would revise the surveys to be as brief and straightforward as possible. But I would continue with both open-ended and close-ended questions and collecting anonymous feedback because it facilitates uncensored responses and suggestions. Along with having the Honors Program administrators available for support as usual, perhaps a Peer Mentor Program Suggestion Box for problems and activity ideas could be created and kept in the Honors Lounge. Utilizing formal and informal means of feedback helps maintain program flexibility and, in the long term, strengthens its functioning.

Conclusion

The University Honors Peer Mentor Program seems to be improving. The main concern for the future of the program is increasing students' energy and time commitment by facilitating and supporting the students' efforts.

Freshmen students as well as the mentors themselves both seem to benefit from positive mentor relationships. Unfortunately, it is difficult to define precisely what being a good peer mentor means. However, they do seem to share certain general characteristics: determination, consistency, persistence, genuineness, and empathy. With these traits, mentors can establish trust, confidence, and rapport in order to make a helpful difference. Freshmen also have an important role to play in the relationship: They need to be receptive and open to their mentor as well as be able to take the initiative as necessary. Many such students—freshmen and mentors, alike—in the Tennessee University Honors Peer Mentor Program have communicated how enjoyable and important these relationships are to them. Some have even continued to interact regularly as friends after the mentor relationship ended.

In conclusion, during Sir Christopher Ball's (Goodlad, 1995, p. 248) recent address at an international conference on student tutoring and mentoring, he aptly offered his support and encouragement to helpers and mentors everywhere when he quoted:

Everyman, I will go with thee and be thy guide. In thy most need to go by thy side.

Spoken by Knowledge, the sister of Good Deeds
Everyman, the 15th century English morality play

Starting college is a stressful experience for anyone, and having a new friend with an open, listening ear available to offer support and advice as needed can be quite beneficial. Mentors can make a difference.

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Appendix A
Informed Consent Statement

INFORMED CONSENT STATEMENT

Dear Student,

The University of Tennessee Honors Program is conducting a study to evaluate students' satisfaction with the current Honors Peer Mentor Program. A portion of this project will be used for fulfillment of a Senior Project.

We are interested in your ideas concerning your experiences as an Honors student participating in the Peer Mentor Program. We would like you to fill out a questionnaire and participate in two follow-up surveys in the future. Your participation is voluntary, and at any time you may choose not to participate without penalty. Your feedback is valuable, and by helping us with this project, you may be able to help make the University Honors Peer Mentor Program and other programs like it better for future students.

You will be asked to develop your own identification code to protect your anonymity, and no attempts will be made to identify you by your responses. Questionnaires will be kept safe in a locked drawer for the duration of the project. Access to the questionnaires will be limited to the researchers and the faculty mentor, Lane Morris, Ph.D. The information you provide will be compiled and used to improve the Honors Peer Mentor Program, for a Senior Project, and to make professional presentations.

If you have any questions or would like more information about this project, please contact Sarah Malia at 595-8647 or E. Michelle Blackwell, Assistant Director, at the University Honors Program, F101 Melrose Hall, Knoxville, TN 37996-4352, phone (423) 974-7875.

IF YOU ARE UNDER AGE EIGHTEEN PLEASE DO NOT FILL OUT THIS QUESTIONNAIRE

I have read this form and have had all my questions answered. By returning the completed questionnaire, I am agreeing to participate in this study.

Appendix B

Peer Mentor Initial Questionnaire
Peer Mentor Follow-up Questionnaire

Peer Mentor Initial Questionnaire

Identification Code _____

Please **circle** the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. What is your primary race/ethnicity? (*please choose one*) (*optional*)

1. African-American
2. Asian (Chinese, Japanese)
3. European-American
4. Hispanic-American
5. Native American
6. Other (*please specify*) _____

3. Number of Years completed in Honors Program: 1 2 3 4 5

4. Please tell us your current College: _____

5. Please tell us your current Major: _____

6. Please indicate your scholarship(s):

1. African-American Achievement	3. Bonham
2. Bicentennial	5. Holt
4. Haslam	7. Roddy
6. Neyland	9. Whittle
8. Tennessee	

7. How many new students are you mentoring this year? _____

8. Were you a University Honors Peer Mentor last year? 1 YES 2 NO

8a. **If YES:** Did your new student(s) last year require your help? 1 YES 2 NO

8b. **If YES:** Overall, how helpful do you think the new student(s) perceived you to be?

3	2	1
Very helpful	Somewhat helpful	Not at all helpful

9. Please indicate any of the following that describe(s) your reason(s) for becoming a mentor this year:

You were asked to participate	1 YES	2 NO
You enjoy meeting new people	1 YES	2 NO
Your previous Honors mentoring experience was enjoyable	1 YES	2 NO
You recognize the need for good mentors	1 YES	2 NO
You enjoy helping others	1 YES	2 NO
You consider it a responsibility and a part of being an Honor student	1 YES	2 NO

10. How important do you think a training session is for mentors to be adequately prepared for mentoring new students?

3	2	0
Extremely important	Somewhat important	Not at all important

11. When you were a **new student**, please indicate how well your mentor built a relationship with you according to the following criteria: (Please circle one for each)

11a. Friendliness	3 Very friendly	2 Somewhat friendly	1 Not at all friendly
11b. Listened well	3 Excellent listener	2 Average listener	1 Never listened
11c. Spent time with you	3 Spent a lot of time	2 Occasionally spent time	1 Spent no time
11d. Compatible personalities	3 Very compatible	2 Somewhat compatible	1 Not at all compatible
11e. Participated in activities together (e.g., ate together, sports, movies)	3 Many activities	2 Few activities	1 No activities
11f. Similar academic interests	3 Very similar	2 Somewhat similar	1 Not at all similar
11g. Overall, how helpful was your mentor for you?	3 Very helpful	2 Somewhat helpful	1 No at all helpful
11h. Overall, how satisfied were you with your mentor relationship?	3 Very satisfied	2 Somewhat satisfied	1 Not at all satisfied
11i. Other (please specify) _____ _____ _____	3 Very satisfied Or Very helpful	2 Somewhat satisfied Or Somewhat helpful	1 Not at all satisfied Or Not at all helpful

12. Did you ask your mentor for advice? 1 YES 2 NO

12a. IF YES, did the advice pertain to _____ and how helpful was it?
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____ _____	8	3	2	1
5. Overall quality of advice given		3	2	1

Identification code: _____

13. Have you been a mentor in any other program? 1 YES 2 NO

13a. If YES, please indicate program(s): _____

14. Have you ever had a mentor in any other program? 1 YES 2 NO

14a. If YES, please indicate program(s): _____

15. Overall, how satisfied have you been with the University Honors Peer Mentor Program?

3
Very satisfied

2
Somewhat satisfied

1
Not at all satisfied

16. Please indicate how important you think the following reasons are for pairing you with your new student(s):

	Extremely important	Somewhat important	Not at all important
16a. Academics	3	2	1
16b. Community activities	3	2	1
16c. Student organizations and activities	3	2	1
16d. Scholarship type	3	2	1
16e. Race/ethnicity	3	2	1
16f. Socioeconomic background	3	2	1
16g. Gender	3	2	1
16h. Other (please specify) _____ _____ _____	3	2	1

17. Please indicate your preference in meeting with your new student(s) throughout the year:

	<u>Preferred</u>	<u>Somewhat preferred</u>	<u>Not at all preferred</u>
1. Individually	3	2	1
2. In a group setting	3	2	1

Identification code: _____

18. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
18a. E-mail		3	2	1
18b. Phone		3	2	1
18c. Campus mail		3	2	1
18d. U.S. mail		3	2	1
18e. Person-to-person		3	2	1
18f. Group format		3	2	1
18g. Posters		3	2	1
18h. Billboard		3	2	1
18i. Newsletter		3	2	1
18j. Web site		3	2	1
18k. Other (<i>please specify</i>) _____		3	2	1

19. Please indicate the activities that you would like to do or think you should do with your new student(s):

(Circle all that apply)

1. Orient new student to campus (e.g., help them move)
2. Participate in sports (e.g., intramurals, aerobics, hiking)
3. Attend concerts, movies, theatre, etc.
4. Volunteer in campus and/or community programs
5. Participate in student organizations (e.g., SGA, Greek, WYRD, Issues Committee, Karate Club)
6. Attend sport events
7. Attend presentations/speeches
8. Discover Knoxville and the surrounding area
9. Study together
10. Eat meals
11. Hang out
12. Shopping/errands
13. Other (*please specify*) _____

20. Would you attend an Honors Welcome event for incoming freshmen prior to the beginning of classes?

1 YES 2 NO

Identification code: _____

21. Please indicate whether you would like social activities to be arranged by the Honors Program for mentors and new students: 1 YES 2 NO

22. Have you attended a previous Peer Mentor Dinner? 1 YES 2 NO

22a. **If YES**, please describe below what you liked best and least about the dinner.

23. Do you have any suggestions for improving the Peer Mentor Dinners?

24. Please describe why you volunteered to be a mentor.

25. Please describe your expectations of the role of being a peer mentor.

26. Please describe your expectations of the role of the new student.

27. Please describe what you think are the incentives and/or rewards for being a mentor.

Identification code: _____

28. Please describe what you have liked best about the Honors Peer Mentor Program.

29. Please describe what you have liked least about the Honors Peer Mentor Program.

30. In general, what suggestions do you have for improving the Peer Mentor Program?

Peer Mentor Follow-Up Questionnaire

Identification Code _____

Please circle the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. Please tell us your current College: _____

3. Please tell us your current Major: _____

3a. Has it changed this semester? 1 YES 2 NO

4. Please indicate your scholarship(s):

1. African-American Achievement	3. Bonham
2. Bicentennial	5. Holt
4. Haslam	7. Roddy
6. Neyland	9. Whittle
8. Tennessee	

5. Overall, how satisfied have you been with the University Honors Peer Mentor Program this year?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

6. Do you think you will volunteer to be a mentor again next year? 1 YES 2 NO

6a. If NOT, why not?

1. Graduating or transferring from UT
2. Traveling abroad or co-oping
3. Did not enjoy being a mentor this year
4. My schedule will be too busy
5. Other (please specify) _____

7. How helpful do you think the training session was for preparing you for mentoring new students?

3	2	1
Very Helpful	Somewhat Helpful	Not at all helpful

7a. Why or why not was it helpful for you?

8. Do you think you were paired appropriately with your new student(s)? 1 YES 2 NO

8a. Why or why not?

9. Overall, how satisfied are you with your new student-mentor relationship?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

Identification code: _____

10. Overall, how helpful do you think the new student(s) perceive you to be?

3
Very Helpful

2
Somewhat Helpful

1
Not at all helpful

11. Did your new student(s) ask for your advice this semester?

1 YES

2 NO

11a. IF YES, did the advice pertain to _____ and how helpful was it? (Please circle one for each)
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____	8	3	2	1
5. Overall quality of advice given		3	2	1

12. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
12a. E-mail		3	2	1
12b. Phone		3	2	1
12c. Campus mail		3	2	1
12d. U.S. mail		3	2	1
12e. Person-to-person		3	2	1
12f. Group format		3	2	1
12g. Posters		3	2	1
12h. Billboard		3	2	1
12i. Newsletter		3	2	1
12j. Web site		3	2	1
12k. Other (please specify) _____ _____		3	2	1

Identification code: _____

13. Please indicate the activities that you and your new student(s) participated in together:

(Circle all that apply)

1. Oriented new student to campus (e.g., helped them move)
2. Participated in sports (e.g., intramurals, aerobics, hiking)
3. Attended concerts, movies, theatre, etc.
4. Volunteered in campus and/or community programs
5. Participated in student organizations (e.g., SGA, Greek, WYRD, Issues Committee, Karate Club)
6. Attended sport events
7. Attended presentations/speeches
8. Discovered Knoxville and the surrounding area
9. Studied together
10. Ate meals
11. Hung out
12. Shopping/errands
13. Other *(please specify)* _____

14. Please indicate how many times you met with your new student(s) for any reason during a given week:

(Please circle the appropriate range)

0

1-3

4-6

7 or more times

15. Please indicate the number of times you talked on the phone with your new student(s) during a given week:

(Please circle the appropriate range)

0

1-3

4-6

7 or more times

16. Please indicate the approximate number of times you tried to contact your new student(s) during the semester and received no response:

17. Did you attend any mentor program social activities this semester?

1 YES

2 NO

17a. Why or why not?

Identification code: _____

19. Do you have any suggestions for improving the Honors Peer Mentor dinner?
21. Please describe your current expectations for being an effective peer mentor.
22. Please describe your current expectations for the role of the new student.
23. Please describe what you like best about being a mentor.
24. Please describe what you like least about being a mentor.
25. Please describe what you have liked best about the Honors Peer Mentor Program.
26. Please describe what you have liked least about the Honors Peer Mentor Program.
27. Do you have any suggestions for recruiting more Honors students to be mentors?

Identification code: _____

28. In general, what suggestions do you have for improving the Peer Mentor Program?

29. Next year both mentors and new students will fill out Student Information Forms to help make appropriate pairings. What suggestions do you have for improving the questions on the information sheets?
(Please see attached form)

University Honors Program

Student Information Form:

Full Name (First, M. I., Last) _____

Preferred first name _____

Home Address _____

City, Zipcode _____

Home Phone _____

Date of Birth _____ Gender _____

Honors Scholarship _____

High School _____

Most important High School or Community Activity _____

Hobbies or other personal interests _____

Academic Major and Career Interests _____

Types of campus organizations or activities in which you are interested _____

This information will be used in matching new students with peer mentors - a copy will be given to your peer mentor over the summer.

I prefer that my peer mentor be assigned to me principally on the basis of (check only one):

Academic/Career Interests _____

Activities Interests _____

Return this form to the Honors Office at or before Orientation!

The University Honors Program
The University of Tennessee, Knoxville
Knoxville, TN 37996-4352

Appendix C

New Student Initial Questionnaire
New Student Follow-up Questionnaire

New Student Initial Questionnaire

Identification Code _____

Please *circle* the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. What is your primary race/ethnicity? (*please choose one*) (*optional*)

1. African-American
2. Asian (Chinese, Japanese)
3. European-American
4. Hispanic-American
5. Native American
6. Other (*please specify*) _____

3. Number of Years completed in Honors Program: 0 1 2 3 4 5

4. Please tell us your current College: _____

5. Please tell us your current Major: _____

6. Please indicate your scholarship(s):

1. African-American Achievement	
2. Bicentennial	3. Bonham
4. Haslam	5. Holt
6. Neyland	7. Roddy
8. Tennessee	9. Whittle

7. Have you ever had a mentor in any other program? 1 YES 2 NO

7a. If YES, please indicate program(s): _____

8. Have you been a mentor in any other program? 1 YES 2 NO

8a. If YES, please indicate program(s): _____

9. How important do you think a training session is for mentors to be adequately prepared for mentoring you?

3	2	1
Extremely important	Somewhat important	Not at all important

Identification code: _____

10. Please indicate how important you think the following reasons are for pairing you with your mentor:
(Please circle one for each)

	Extremely important	Somewhat important	Not at all important
10a. Academics	3	2	1
10b. Community activities	3	2	1
10c. Student organizations and activities	3	2	1
10d. Scholarship type	3	2	1
10e. Race/ethnicity	3	2	1
10f. Socioeconomic background	3	2	1
10g. Gender	3	2	1
10h. Other (please specify) _____ _____ _____	3	2	1

11. Please indicate the activities that you would like to do with your peer mentor: *(Circle all that apply)*

1. Orient me to campus (e.g., help me move)
2. Participate in sports (e.g., intramurals, aerobics, hiking)
3. Attend concerts, movies, theatre, etc.
4. Volunteer in campus and/or community programs
5. Participate in student organizations (e.g., SGA, Greek, WYRD, Issues Committee, Karate Club)
6. Attend sport events
7. Attend presentations/speeches
8. Discover Knoxville and the surrounding area
9. Study together
10. Eat meals
11. Hang out
12. Shopping/errands
13. Other (please specify) _____

Identification code: _____

12. Would you attend an Honors Welcome event for incoming freshmen prior to the beginning of classes?
 1 YES 2 NO

13. Please indicate your preference in meeting with your mentor throughout the year:

	<u>Preferred</u>	<u>Somewhat preferred</u>	<u>Not at all preferred</u>
1. Individually	3	2	1
2. In a group setting	3	2	1

14. Please indicate whether you would like social activities to be arranged by the Honors Program for mentors and new students: 1 YES 2 NO

15. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
15a. E-mail		3	2	1
15b. Phone		3	2	1
15c. Campus mail		3	2	1
15d. U.S. mail		3	2	1
15e. Person-to-person		3	2	1
15f. Group format		3	2	1
15g. Posters		3	2	1
15h. Billboard		3	2	1
15i. Newsletter		3	2	1
15j. Web site		3	2	1
15k. Other (<i>please specify</i>)				
_____		3	2	1

Identification code: _____

16. Please indicate the level of concern you have about starting college at UTK for each of the following:

	Extremely concerned	Somewhat concerned	Not at all concerned
16a. Making good grades	3	2	1
16b. Not knowing anyone on campus	3	2	1
16c. Class availability	3	2	1
16d. Ability to handle stress	3	2	1
16e. Not having enough money	3	2	1
16f. Taking exams	3	2	1
16g. Using campus facilities (e.g., library, student services)	3	2	1
16h. Writing papers	3	2	1
16i. Not having enough time to do everything	3	2	1
16j. Getting familiar with campus	3	2	1
16k. Keeping your scholarship	3	2	1
16l. Acceptance/rejection in Greek Life	3	2	1
16m. Socializing too much	3	2	1
16n. Being able to get a job after college	3	2	1
16o. Getting involved in extra activities (e.g., SGA, Team VOLS)	3	2	1
16p. Balancing study time and recreation activities	3	2	1
16q. Not being right for my major	3	2	1
16r. Other (<i>please specify</i>) _____ _____	3	2	1

Identification code: _____

17. How helpful do you think a mentor will be for you?

3
Very helpful

2
Somewhat helpful

1
Not at all helpful

18. Please describe your expectations for Peer Mentor Program.

19. Please describe what your role should be in the peer mentor relationship.

20. Please describe your expectations of the role of the peer mentor.

21. Do you think that you will volunteer to be a mentor next year?

1 YES

2 NO

21a. Why or why not?

New Student Follow-Up Questionnaire

Identification Code _____

Please circle the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. Please tell us your current College: _____

3. Please tell us your current Major: _____

3a. Has it changed this semester? 1 YES 2 NO

4. Please indicate your scholarship(s):

1.	African-American Achievement	3.	Bonham
2.	Bicentennial	5.	Holt
4.	Haslam	7.	Roddy
6.	Neyland	9.	Whittle
8.	Tennessee		

5. Do you think that you will volunteer to be a mentor next year? 1 YES 2 NO

5a. Why or why not?

6. Overall, how satisfied have you been with the University Honors Peer Mentor Program?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

7. How important do you think a training session is for mentors to be adequately prepared for mentoring new students?

3	2	1
Extremely important	Somewhat important	Not at all important

8. Do you think you were paired appropriately with your mentor? 1 YES 2 NO

8a. Why or why not?

Identification code: _____

9. Please indicate how well your mentor built a relationship with you according to the following criteria:
(Please circle one for each)

9a. Friendliness	3 Very friendly	2 Somewhat friendly	1 Not at all friendly
9b. Listened well	3 Excellent listener	2 Average listener	1 Never listened
9c. Spent time with you	3 Spent a lot of time	2 Occasionally spent time	1 Spent no time
9d. Compatible personalities	3 Very compatible	2 Somewhat compatible	1 Not at all compatible
9e. Participated in activities together (e.g., ate together, sports, movies)	3 Many activities	2 Few activities	1 No activities
9f. Similar academic interests	3 Very similar	2 Somewhat similar	1 Not at all similar
9g. Overall, how helpful was your mentor for you?	3 Very helpful	2 Somewhat helpful	1 No at all helpful
9h. Overall, how satisfied were you with your mentor relationship?	3 Very satisfied	2 Somewhat satisfied	1 Not at all satisfied
9i. Other (please specify) _____ _____ _____	3 Very satisfied Or Very helpful	2 Somewhat satisfied Or Somewhat helpful	1 Not at all satisfied Or Not at all helpful

10. Did you ask your mentor for advice this semester? 1 YES 2 NO

10a. IF YES, did the advice pertain to _____ and how helpful was it?
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____	8	3	2	1
5. Overall quality of advice given		3	2	1

Identification code: _____

11. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
11a. E-mail		3	2	1
11b. Phone		3	2	1
11c. Campus mail		3	2	1
11d. U.S. mail		3	2	1
11e. Person-to-person		3	2	1
11f. Group format		3	2	1
11g. Posters		3	2	1
11h. Billboard		3	2	1
11i. Newsletter		3	2	1
11j. Web site		3	2	1
11k. Other (please specify) _____		3	2	1

12. Please indicate the activities that you and your mentor participated in together: *(Circle all that apply)*

1. Oriented me to campus (e.g., helped me move)
2. Participated in sports (e.g., intramurals, aerobics, hiking)
3. Attended concerts, movies, theatre, etc.
4. Volunteered in campus and/or community programs
5. Participated in student organizations (e.g., SGA, Greek, WYRD, Issues Committee, Karate Club)
6. Attended sport events
7. Attended presentations/speeches
8. Discovered Knoxville and the surrounding area
9. Studied together
10. Ate meals
11. Hung out
12. Shopping/errands
13. Other (please specify) _____

Identification code: _____

13. Please indicate how many times you met with your mentor for any reason during a given week:

(Please circle the appropriate range)

0

1-3

4-6

7 or more times

14. Please indicate the number of times you talked on the phone with your mentor during a given week:

(Please circle the appropriate range)

0

1-3

4-6

7 or more times

15. Please indicate the approximate number of times you tried to contact your mentor during the semester and received no response:

16. Did you attend any mentor program social activities this semester?

1 YES

2 NO

16a. Why or why not?

20. Please describe your current expectations for your role in the peer mentor relationship.

21. Please describe your current expectations for the role of the peer mentor.

22. Please describe what you like best about being mentored.

23. Please describe what you like least about being mentored.
24. Please describe what you have liked best about the Honors Peer Mentor Program.
25. Please describe what you have liked least about the Honors Peer Mentor Program.
26. Do you have any suggestions for recruiting more Honors students to be mentors?
27. In general, what suggestions do you have for improving the Peer Mentor Program?
28. Next year both mentors and new students will fill out Student Information Forms to help make appropriate pairings. What suggestions do you have for improving the questions on the information sheets?
(Please see attached form)

University Honors Program

Student Information Form:

Full Name (First, M. I., Last) _____

Preferred first name _____

Home Address _____

City, Zipcode _____

Home Phone _____

Date of Birth _____ Gender _____

Honors Scholarship _____

High School _____

Most important High School or Community Activity _____

Hobbies or other personal interests _____

Academic Major and Career Interests _____

Types of campus organizations or activities in which you are interested _____

This information will be used in matching new students with peer mentors - a copy will be given to your peer mentor over the summer.

I prefer that my peer mentor be assigned to me principally on the basis of (check only one):

Academic/Career Interests _____ Activities Interests _____

Return this form to the Honors Office at or before Orientation!

The University Honors Program
The University of Tennessee, Knoxville
Knoxville, TN 37996-4352

FORM A

IRB # _____

Certification for Exemption from IRB Review for Research Involving Human Subjects

A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):

Sarah E. C. Malia & E. Michelle Blackwell, M.S.
Faculty Advisor: M. Lane Morris, Ph.D.

B. DEPARTMENT/UNIT:

Department of Child & Family Studies

University Honors Program

C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):

Sarah E.C. Malia
M. Lane Morris, Ph.D.
Rm. 115 Jessie Harris Building
1215 W. Cumberland Ave.
Knoxville, TN 37996-1900
(423) 974-5316

E. Michelle Blackwell, M.S.

F101 Melrose Hall
1701 Andy Holt Ave
Knoxville, TN 37996-4352
(423) 974-7875

D. TITLE OF PROJECT: Evaluating the Experience of Students Participating in the University Honors Peer Mentor Program.

E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable): N/A

F. GRANT SUBMISSION DEADLINE (if applicable): N/A

G. STARTING DATE: August 25, 1997

H. ESTIMATED COMPLETION DATE: July 30, 1998

I. RESEARCH PROJECT:

1.Objective(s) of Project:

The purpose of this project is to determine students' satisfaction with the current University Honors Peer Mentor Program and to explore their experiences of being or having a mentor. Specifically, this research will be used to understand how recent changes in the peer mentor program have been beneficial to the students and to identify the needs of the students in order to guide the program for the future. A portion of this project also will be used in fulfillment of a Senior Project as required by the University Honors Program.

2. Subjects:

The participants in this research project will be sophomore, junior, and senior University Honors students who have volunteered to be mentors in the peer mentor program, as well as entering freshman students of the University Honors Program who are being mentored. If an entering freshman is under age eighteen, the student will be instructed in the informed consent statement not to complete a survey. The anticipated number of participants will be approximately 150 freshman and 85 upper-classmen students. Assistant Director E. Michelle Blackwell as much as possible matched the mentors with freshman students who have similar academic and social interests and the same type of scholarship. Participation in the research component of this program will be completely voluntary for the University Honors students. Refusal to participate in the study will involve no penalty or loss of benefits, and at any time during the research process students may choose not to continue with the survey.

3. Methods or Procedures:

Initially, the researchers will explain the purpose of the research and verbally instruct any students under eighteen not to complete a questionnaire.

A written consent statement and survey questionnaire will be distributed by the researchers to the volunteer mentors at the beginning of their mentor training sessions (August 25-26, 1997). Time will be made available then for completing the surveys. An envelope will be provided in which the students will place their completed or uncompleted surveys. If for any reason a mentor cannot attend a training session, the student will receive an e-mail introducing the project and requesting that s/he pick up from the University Honors office a packet of materials to be completed. The packet of materials will include an informed consent statement, questionnaire, an envelope, and instructions for developing an identification code. The student also will be instructed to send back the questionnaire in the envelope provided within a week through campus mail to the University Honors office.

The freshman students will receive similar information and materials at the first class period of their Freshman Honors seminar this fall. The survey will be distributed and collected by the researchers in the same manner as stated above. Time will be made available at the beginning of the seminar classes for completion of the surveys. If for any reason a new student cannot attend the first seminar class period, the student will receive an e-mail introducing the project and requesting that s/he pick up from the University Honors office a packet of materials to be completed. The packet of materials will include an informed consent statement, questionnaire, envelope, and instructions for developing an identification code. The student also will be instructed to send back the questionnaire in the envelope provided within a week through campus mail to the University Honors office.

The fall and spring follow-up surveys will be distributed to all students participating in the Peer Mentor Program at their respective University Honors seminars. The follow-up survey, informed consent statement, campus envelope, and instructions for recreating the same identification code used on the first questionnaire will be distributed to the freshmen during their seminars by the researchers.

Due to the fact that not all sophomore, junior, senior students are participating in the Peer Mentor Program, the instructors rather than the researchers will distribute the questionnaires to the mentors in order to ensure anonymity. The instructors of these seminars will receive a letter informing them of the project and requesting distribution of the questionnaires to the appropriate students. Distribution will be conducted as follows: The instructors will announce at the beginning of their seminars that students participating in the Peer Mentor Program should come forward to pick up their questionnaires. The students will receive an informed consent statement, questionnaire, campus envelope, and instructions for recreating the same identification code used on the first questionnaire.

The freshmen and volunteer mentors will be instructed to take the questionnaires home to complete them and to send the questionnaires to the Honors office within a week. In addition, a reminder will be e-mailed to all students participating in the Peer Mentor Program asking them to send in their follow-up questionnaires to the University Honors office. This e-mail also will include a request to the students who were not in class the day of distribution or those who have lost their survey to come and pick up a blank survey and campus envelope at the Honors office.

If students decide not to send in the questionnaires by campus mail and instead bring them to the University Honors office, a box will be provided for them to place the envelopes. At the end of each day, the Assistant Director will collect the envelopes.

All returned surveys will be kept in the University Honors office.

The University Honors Program is a relatively small community and keeps a file of information on each student. In order to protect each participant's anonymity, the students will be instructed to create their own identification code based on the following:

1. The first two letters of the city in which they were born.
2. The first two letters of the month in which they were born.
3. The first two letters of their mother's family name ("maiden name").

To differentiate clearly between the surveys completed by the mentors and those completed by the freshman students, the questionnaires will be printed on two different colors of paper.

No risks are anticipated with the completion of the questionnaires. Any subject may refuse to participate or discontinue filling out the questionnaires, or decide not to respond to any portion of the questionnaires at any time without penalty. If at any time students indicate to the Honors Program staff that there are problems with their participation in the peer mentor program, they will be referred to the University Student Counseling Center. Current and future students, University Honors program administrators, and educators may benefit from this research by increasing their understanding of the mentor-new student relationship and knowledge of the issues that freshman Honors students experience. Only the researchers will have access to the raw data; however, the Director of the Honors Program will have access to the compiled data.

4.CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46: 1 and 2

J. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator _____
Name Date

Principal Investigator _____
Signature Date

Co-Principal Investigator _____
Name Date

Co-Principal Investigator _____
Signature Date

Faculty Advisor _____
Name Date

Faculty Advisor _____
Signature Date

Dept. Review
Comm.Chair _____
Name Date

Dept. Review
Comm.Chair _____
Signature Date

APPROVED:
Dept. Head _____
Name Date

APPROVED:
Dept. Head _____
Signature Date

INFORMED CONSENT STATEMENT

Dear Student,

The University of Tennessee Honors Program is conducting a study to evaluate students' satisfaction with the current Honors Peer Mentor Program. A portion of this project will be used for fulfillment of a Senior Project.

We are interested in your ideas concerning your experiences as an Honors student participating in the Peer Mentor Program. We would like you to fill out a questionnaire and participate in two follow-up surveys in the future. Your participation is voluntary, and at any time you may choose not to participate without penalty. Your feedback is valuable, and by helping us with this project, you may be able to help make the University Honors Peer Mentor Program and other programs like it better for future students.

You will be asked to develop your own identification code to protect your anonymity, and no attempts will be made to identify you by your responses. Questionnaires will be kept safe in a locked drawer for the duration of the project. Access to the questionnaires will be limited to the researchers and the faculty mentor, Lane Morris, Ph.D. The information you provide will be compiled and used to improve the Honors Peer Mentor Program, for a Senior Project, and to make professional presentations.

If you have any questions or would like more information about this project, please contact Sarah Malia at 595-8647 or E. Michelle Blackwell, Assistant Director, at the University Honors Program, F101 Melrose Hall, Knoxville, TN 37996-4352, phone (423) 974-7875.

IF YOU ARE UNDER AGE EIGHTEEN PLEASE DO NOT FILL OUT THIS QUESTIONNAIRE

I have read this form and have had all my questions answered. By returning the completed questionnaire, I am agreeing to participate in this study.

(Will be printed on Honors Program Letterhead)

Dear Honors Seminar Instructor,

The University of Tennessee Honors Program is conducting a study to evaluate students' satisfaction with the current Honors Peer Mentor Program. We are asking you to help with a "follow-up" questionnaire.

Please distribute the enclosed questionnaires and envelopes to your students at the beginning of class.

Note: Ask only the students who have VOLUNTEERED TO BE MENTORS in the Honors Program to come forward and get a packet.

Please ask the students to complete the surveys within the next week and drop the envelope in a campus mailbox to be sent back to the University Honors office. Please remind them to put their personal identification code on every page of the questionnaire (instructions for code are in the packets).

If at any time you or the students have any questions, please feel free to contact the University Honors Program Assistant Director E. Michelle Blackwell at 974-3697 or e-mail at mblackwe@utk.edu.

We would like to thank you for your cooperation.

Thomas W. Broadhead
Director

E. Michelle Blackwell
Assistant Director/Principal Investigator

Sarah E. C. Malia
Principal Investigator

Identification Code

(University Honors Peer Mentor Program Survey)

NOTE: PLEASE WRITE THIS CODE ONLY ON THE QUESTIONNAIRE
(Thank you)

Please create your own identification code with the following:

1. The first two letters of the city in which you were born.
2. The first two letters of the month in which you were born.
3. The first two letters of your mother's family name ("maiden name").

For example:

You were born in Paris, TN. (PA)

Your birthday is 5/27/76. (MA)

Your mother's family name ("maiden name") is Young. (YO)

Therefore, your identification code would be: PAMAYO

PLEASE NOTE: THIS IDENTIFICATION CODE IS IMPORTANT FOR THE RESEARCHERS TO LINK THE FOLLOW-UP SURVEYS WITH THE INITIAL SURVEYS. YOU WILL BE ASKED TO GENERATE THIS CODE AGAIN IN EXACTLY THE SAME WAY.

Peer Mentor Initial Questionnaire

Identification Code _____

Please circle the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. What is your primary race/ethnicity? (please choose one) (optional)

1. African-American
2. Asian (Chinese, Japanese)
3. European-American
4. Hispanic-American
5. Native American
6. Other (please specify) _____

3. Number of Years completed in Honors Program: 1 2 3 4 5

4. Please tell us your current College: _____

5. Please tell us your current Major: _____

6. Please indicate your scholarship(s):

1. African-American Achievement	
2. Bicentennial	3. Bonham
4. Haslam	5. Holt
6. Neyland	7. Roddy
8. Tennessee	9. Whittle

7. How many new students are you mentoring this year? _____

8. Were you a University Honors Peer Mentor last year? 1 YES 2 NO

8a. If YES: Did your new student(s) last year require your help? 1 YES 2 NO

8b. If YES: Overall, how helpful do you think the new student(s) perceived you to be?

3	2	1
Very helpful	Somewhat helpful	Not at all helpful

9. Please indicate any of the following that describe(s) your reason(s) for becoming a mentor this year:

You were asked to participate	1 YES	2 NO
You enjoy meeting new people	1 YES	2 NO
Your previous Honors mentoring experience was enjoyable	1 YES	2 NO
You recognize the need for good mentors	1 YES	2 NO
You enjoy helping others	1 YES	2 NO
You consider it a responsibility and a part of being an Honor student	1 YES	2 NO

10. How important do you think a training session is for mentors to be adequately prepared for mentoring new students?

3	2	0
Extremely important	Somewhat important	Not at all important

11. When you were a **new student**, please indicate how well your mentor built a relationship with you according to the following criteria: (Please circle one for each)

11a. Friendliness	3 Very friendly	2 Somewhat friendly	1 Not at all friendly
11b. Listened well	3 Excellent listener	2 Average listener	1 Never listened
11c. Spent time with you	3 Spent a lot of time	2 Occasionally spent time	1 Spent no time
11d. Compatible personalities	3 Very compatible	2 Somewhat compatible	1 Not at all compatible
11e. Participated in activities together (e.g., ate together, sports, movies)	3 Many activities	2 Few activities	1 No activities
11f. Similar academic interests	3 Very similar	2 Somewhat similar	1 Not at all similar
11g. Overall, how helpful was your mentor for you?	3 Very helpful	2 Somewhat helpful	1 No at all helpful
11h. Overall, how satisfied were you with your mentor relationship?	3 Very satisfied	2 Somewhat satisfied	1 Not at all satisfied
11i. Other (please specify) _____ _____ _____	3 Very satisfied Or Very helpful	2 Somewhat satisfied Or Somewhat helpful	1 Not at all satisfied Or Not at all helpful

12. Did you ask your mentor for advice? 1 YES 2 NO

12a. IF YES, did the advice pertain to _____ and how helpful was it?
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____ _____	8	3	2	1
5. Overall quality of advice given		3	2	1

13. Have you been a mentor in any other program? 1 YES 2 NO

13a. If YES, please indicate program(s): _____

14. Have you ever had a mentor in any other program? 1 YES 2 NO

14a. If YES, please indicate program(s): _____

15. Overall, how satisfied have you been with the University Honors Peer Mentor Program?

3 Very satisfied 2 Somewhat satisfied 1 Not at all satisfied

16. Please indicate how important you think the following reasons are for pairing you with your new student(s):

	Extremely important	Somewhat important	Not at all important
16a. Academics	3	2	1
16b. Community activities	3	2	1
16c. Student organizations and activities	3	2	1
16d. Scholarship type	3	2	1
16e. Race/ethnicity	3	2	1
16f. Socioeconomic background	3	2	1
16g. Gender	3	2	1
16h. Other (please specify)	3	2	1

17. Please indicate your preference in meeting with your new student(s) throughout the year:

	<u>Preferred</u>	<u>Somewhat preferred</u>	<u>Not at all preferred</u>
1. Individually	3	2	1
2. In a group setting	3	2	1

Identification code: _____

18. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
18a. E-mail		3	2	1
18b. Phone		3	2	1
18c. Campus mail		3	2	1
18d. U.S. mail		3	2	1
18e. Person-to-person		3	2	1
18f. Group format		3	2	1
18g. Posters		3	2	1
18h. Billboard		3	2	1
18i. Newsletter		3	2	1
18j. Web site		3	2	1
18k. Other (please specify)				
		3	2	1

19. Please indicate the activities that you would like to do or think you should do with your new student(s):

(Circle all that apply)

1. Orient new student to campus (e.g., help them move)
2. Participate in sports (e.g., intramurals, aerobics, hiking)
3. Attend concerts, movies, theatre, etc.
4. Volunteer in campus and/or community programs
5. Participate in student organizations (e.g., SGA, Greek, WEIRD, Issues Committee, Karate Club)
6. Attend sport events
7. Attend presentations/speeches
8. Discover Knoxville and the surrounding area
9. Study together
10. Eat meals
11. Hang out
12. Shopping/errands
13. Other (please specify) _____

20. Would you attend an Honors Welcome event for incoming freshmen prior to the beginning of classes?

1 YES 2 NO

Identification code: _____

21. Please indicate whether you would like social activities to be arranged by the Honors Program for mentors and new students: 1 YES 2 NO

22. Have you attended a previous Peer Mentor Dinner? 1 YES 2 NO

22a. If YES, please describe below what you liked best and least about the dinner.

23. Do you have any suggestions for improving the Peer Mentor Dinners?

24. Please describe why you volunteered to be a mentor.

25. Please describe your expectations of the role of being a peer mentor.

26. Please describe your expectations of the role of the new student.

27. Please describe what you think are the incentives and/or rewards for being a mentor.

Identification code: _____

28. Please describe what you have liked best about the Honors Peer Mentor Program.

29. Please describe what you have liked least about the Honors Peer Mentor Program.

30. In general, what suggestions do you have for improving the Peer Mentor Program?

Peer Mentor Follow-Up Questionnaire

Identification Code _____

Please *circle* the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. Please tell us your current College: _____

3. Please tell us your current Major: _____

3a. Has it changed this semester? 1 YES 2 NO

4. Please indicate your scholarship(s):

1.	African-American Achievement	3.	Bonham
2.	Bicentennial	5.	Holt
4.	Haslam	7.	Roddy
6.	Neyland	9.	Whittle
8.	Tennessee		

5. Overall, how satisfied have you been with the University Honors Peer Mentor Program this year?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

6. Do you think you will volunteer to be a mentor again next year? 1 YES 2 NO

6a. If NOT, why not?

1. Graduating or transferring from UT
2. Traveling abroad or co-oping
3. Did not enjoy being a mentor this year
4. My schedule will be too busy
5. Other (please specify) _____

7. How helpful do you think the training session was for preparing you for mentoring new students?

3	2	1
Very Helpful	Somewhat Helpful	Not at all helpful

7a. Why or why not was it helpful for you?

8. Do you think you were paired appropriately with your new student(s)? 1 YES 2 NO

8a. Why or why not?

9. Overall, how satisfied are you with your new student-mentor relationship?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

Identification code: _____

10. Overall, how helpful do you think the new student(s) perceive you to be?

3
Very Helpful

2
Somewhat Helpful

1
Not at all helpful

11. Did your new student(s) ask for your advice this semester?

1 YES

2 NO

11a. IF YES, did the advice pertain to _____ and how helpful was it? (Please circle one for each)
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____	8	3	2	1
5. Overall quality of advice given		3	2	1

12. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
12a. E-mail		3	2	1
12b. Phone		3	2	1
12c. Campus mail		3	2	1
12d. U.S. mail		3	2	1
12e. Person-to-person		3	2	1
12f. Group format		3	2	1
12g. Posters		3	2	1
12h. Billboard		3	2	1
12i. Newsletter		3	2	1
12j. Web site		3	2	1
12k. Other (please specify) _____		3	2	1

Identification code: _____

13. Please indicate the activities that you and your new student(s) participated in together:

(Circle all that apply)

1. Oriented new student to campus (e.g., helped them move)
2. Participated in sports (e.g., intramurals, aerobics, hiking)
3. Attended concerts, movies, theatre, etc.
4. Volunteered in campus and/or community programs
5. Participated in student organizations (e.g., SGA, Greek, WEIRD, Issues Committee, Karate Club)
6. Attended sport events
7. Attended presentations/speeches
8. Discovered Knoxville and the surrounding area
9. Studied together
10. Ate meals
11. Hung out
12. Shopping/errands
13. Other *(please specify)* _____

14. Did you attend any mentor program social activities this semester? 1 YES 2 NO

14a. Why or why not?

15. Did you attend the Peer Mentor Dinner this year? 1 YES 2 NO

16. Did you enjoy the Peer Mentor dinner? 1 YES 2 NO

17. Do you have any suggestions for improving the Honors Peer Mentor dinner?

18. Please describe your current expectations for being an effective peer mentor.

19. Please describe your current expectations for the role of the new student.

New Student Initial Questionnaire

Identification Code _____

Please *circle* the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. What is your primary race/ethnicity? (*please choose one*) (*optional*)

1. African-American
2. Asian (Chinese, Japanese)
3. European-American
4. Hispanic-American
5. Native American
6. Other (*please specify*) _____

3. Number of Years completed in Honors Program: 1 2 3 4 5

4. Please tell us your current College: _____

5. Please tell us your current Major: _____

6. Please indicate your scholarship(s):

1. African-American Achievement	
2. Bicentennial	3. Bonham
4. Haslam	5. Holt
6. Neyland	7. Roddy
8. Tennessee	9. Whittle

7. Have you ever had a mentor in any other program? 1 YES 2 NO

7a. If YES, please indicate program(s): _____

8. Have you been a mentor in any other program? 1 YES 2 NO

8a. If YES, please indicate program(s): _____

9. How important do you think a training session is for mentors to be adequately prepared for mentoring you?

3	2	1
Extremely important	Somewhat important	Not at all important

Identification code: _____

10. Please indicate how important you think the following reasons are for pairing you with your mentor:
(Please circle one for each)

	Extremely important	Somewhat important	Not at all important
10a. Academics	3	2	1
10b. Community activities	3	2	1
10c. Student organizations and activities	3	2	1
10d. Scholarship type	3	2	1
10e. Race/ethnicity	3	2	1
10f. Socioeconomic background	3	2	1
10g. Gender	3	2	1
10h. Other (please specify) _____ _____ _____	3	2	1

11. Please indicate the activities that you would like to do with your peer mentor: (Circle all that apply)
1. Orient me to campus (e.g., help me move)
 2. Participate in sports (e.g., intramurals, aerobics, hiking)
 3. Attend concerts, movies, theatre, etc.
 4. Volunteer in campus and/or community programs
 5. Participate in student organizations (e.g., SGA, Greek, WEIRD, Issues Committee, Karate Club)
 6. Attend sport events
 7. Attend presentations/speeches
 8. Discover Knoxville and the surrounding area
 9. Study together
 10. Eat lunch and/or dinner
 11. Hang out
 12. Shopping/errands
 13. Other (please specify) _____

Identification code: _____

12. Would you attend an Honors Welcome event for incoming freshmen prior to the beginning of classes?

1 YES 2 NO

13. Please indicate your preference in meeting with your new student(s) throughout the year:

	<u>Preferred</u>	<u>Somewhat preferred</u>	<u>Not at all preferred</u>
1. Individually	3	2	1
2. In a group setting	3	2	1

14. Please indicate whether you would like social activities to be arranged by the Honors Program for mentors and new students: 1 YES 2 NO

15. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
15a. E-mail		3	2	1
15b. Phone		3	2	1
15c. Campus mail		3	2	1
15d. U.S. mail		3	2	1
15e. Person-to-person		3	2	1
15f. Group format		3	2	1
15g. Posters		3	2	1
15h. Billboard		3	2	1
15i. Newsletter		3	2	1
15j. Web site		3	2	1
15k. Other (please specify) _____		3	2	1

16. Please indicate the level of concern you have about starting college at UTK for each of the following:

	Extremely concerned	Somewhat concerned	Not at all concerned
16a. Making good grades	3	2	1
16b. Not knowing anyone on campus	3	2	1
16c. Class availability	3	2	1
16d. Ability to handle stress	3	2	1
16e. Not having enough money	3	2	1
16f. Taking exams	3	2	1
16g. Using campus facilities (e.g., library, student services)	3	2	1
16h. Writing papers	3	2	1
16i. Not having enough time to do everything	3	2	1
16j. Getting familiar with campus	3	2	1
16k. Keeping your scholarship	3	2	1
16l. Acceptance/ rejection in Greek Life	3	2	1
16m. Socializing too much	3	2	1
16n. Being able to get a job after college	3	2	1
16o. Getting involved in extra activities (e.g., SGA, Team VOLS)	3	2	1
16p. Balancing study time and recreation activities	3	2	1
16q. Not being right for my major	3	2	1
16r. Other (<i>please specify</i>) _____ _____	3	2	1

Identification code: _____

17. How helpful do you think a mentor will be for you?

3
Very helpful

2
Somewhat helpful

1
Not at all helpful

18. Please describe your expectations for Peer Mentor Program.

19. Please describe what your role should be in the peer mentor relationship.

20. Please describe your expectations of the role of the peer mentor.

21. Do you think that you will volunteer to be a mentor next year? 1 YES 2 NO

21a. Why or why not?

New Student Follow-Up Questionnaire

Identification Code _____

Please circle the appropriate answer(s):

1. Gender: 1 Female 2 Male

2. Please tell us your current College: _____

3. Please tell us your current Major: _____

3a. Has it changed this semester? 1 YES 2 NO

4. Please indicate your scholarship(s):

1.	African-American Achievement	3.	Bonham
2.	Bicentennial	5.	Holt
4.	Haslam	7.	Roddy
6.	Neyland	9.	Whittle
8.	Tennessee		

5. Do you think that you will volunteer to be a mentor next year? 1 YES 2 NO

5a. Why or why not?

6. Overall, how satisfied have you been with the University Honors Peer Mentor Program?

3	2	1
Very satisfied	Somewhat satisfied	Not at all satisfied

7. How important do you think a training session is for mentors to be adequately prepared for mentoring new students?

3	2	1
Extremely important	Somewhat important	Not at all important

8. Do you think you were paired appropriately with your mentor? 1 YES 2 NO

8a. Why or why not?

9. Please indicate how well your mentor built a relationship with you according to the following criteria:
(Please circle one for each)

9a. Friendliness	3 Very friendly	2 Somewhat friendly	1 Not at all friendly
9b. Listened well	3 Excellent listener	2 Average listener	1 Never listened
9c. Spent time with you	3 Spent a lot of time	2 Occasionally spent time	1 Spent no time
9d. Compatible personalities	3 Very compatible	2 Somewhat compatible	1 Not at all compatible
9e. Participated in activities together (e.g., ate together, sports, movies)	3 Many activities	2 Few activities	1 No activities
9f. Similar academic interests	3 Very similar	2 Somewhat similar	1 Not at all similar
9g. Overall, how helpful was your mentor for you?	3 Very helpful	2 Somewhat helpful	1 No at all helpful
9h. Overall, how satisfied were you with your mentor relationship?	3 Very satisfied	2 Somewhat satisfied	1 Not at all satisfied
9i. Other (please specify) _____ _____ _____	3 Very satisfied Or Very helpful	2 Somewhat satisfied Or Somewhat helpful	1 Not at all satisfied Or Not at all helpful

10. Did you ask your mentor for advice this semester? 1 YES 2 NO

- 10a. IF YES, did the advice pertain to _____ and how helpful was it?
(of the following)

	Never asked	Very helpful	Somewhat helpful	Not at all helpful
1. Social activities	8	3	2	1
2. Academics	8	3	2	1
3. Student organizations	8	3	2	1
4. Other (please specify) _____	8	3	2	1
5. Overall quality of advice given		3	2	1

Identification code: _____

11. Please indicate your preferences for using the following forms of communication within the Honors Peer Mentor Program and please rank your top three (3) choices of communication:

	Rank	Preferred	Somewhat preferred	Not at all preferred
11a. E-mail		3	2	1
11b. Phone		3	2	1
11c. Campus mail		3	2	1
11d. U.S. mail		3	2	1
11e. Person-to-person		3	2	1
11f. Group format		3	2	1
11g. Posters		3	2	1
11h. Billboard		3	2	1
11i. Newsletter		3	2	1
11j. Web site		3	2	1
11k. Other (please specify) _____		3	2	1

12. Please indicate the activities that you and your mentor participated in together: *(Circle all that apply)*

1. Oriented me to campus (e.g., helped me move)
2. Participated in sports (e.g., intramurals, aerobics, hiking)
3. Attended concerts, movies, theatre, etc.
4. Volunteered in campus and/or community programs
5. Participated in student organizations (e.g., SGA, Greek, WEIRD, Issues Committee, Karate Club)
6. Attended sport events
7. Attended presentations/speeches
8. Discovered Knoxville and the surrounding area
9. Studied together
10. Ate meals
11. Hung out
12. Shopping/errands
13. Other (please specify) _____

Identification code: _____

13. Did you attend any mentor program social activities this semester? 1 YES 2 NO

13a. Why or why not?

14. Did you attend the Peer Mentor Dinner this year? 1 YES 2 NO

15. Did you enjoy the Peer Mentor dinner? 1 YES 2 NO

16. Do you have any suggestions for improving the Honors Peer Mentor dinner?

17. Please describe your current expectations for your role in the peer mentor relationship.

18. Please describe your current expectations for the role of the peer mentor.

19. Please describe what you like best about being mentored.

20. Please describe what you like least about being mentored.

Identification code: _____

21. Please describe what you have liked best about the Honors Peer Mentor Program.

22. Please describe what you have liked least about the Honors Peer Mentor Program.

23. Do you have any suggestions for recruiting more Honors students to be mentors?

24. In general, what suggestions do you have for improving the Peer Mentor Program?

25. Next year both mentors and new students will fill out Student Information Forms to help make appropriate pairings. What suggestions do you have for improving the questions on the information sheets?
(Please see attached form)